

# Harwood Park Primary School

Hardfield Street, Heywood, Lancashire, OL10 1DG

**Inspection dates** 28–29 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In Key Stages 1 and 2 pupils are not making enough progress in mathematics.
- Teaching does not always challenge pupils enough to help them reach the higher levels, and in some lessons activities do not encourage pupils to think hard.
- Pupils do not have sufficient opportunities to develop their mathematical skills in a range of subjects other than mathematics.
- Teachers do not plan enough opportunities to help pupils develop their understanding and confidence in using numbers quickly and accurately.
- Around the school, mathematics is not visible enough to emphasise its importance and encourage pupils to take an interest and develop their skills.
- In lessons, teaching and activities do not always hold pupils' attention for the whole lesson so some pupils' learning slows.
- Leaders and managers have not ensured that teaching in lessons is consistently good across the school to ensure pupils make good progress.

### The school has the following strengths

- Senior leaders and managers are now implementing good plans to raise achievement and improve teaching, and results in the 2013 tests indicate a rising trend in English and mathematics.
- Disabled pupils and those who have special educational needs make good progress as a result of effective support.
- The quality of teaching in the Early Years Foundation Stage is consistently good and children make good progress as a result.
- Pupils behave well and feel safe. They are courteous and polite.
- The curriculum provides pupils with many opportunities to support their spiritual, moral, social and cultural development successfully.
- Good relationships between staff, governors and pupils mean that everyone gets on well together.

## Information about this inspection

- The inspectors observed 11 teachers and visited 19 lessons which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, deputy headteacher, mathematics subject leader, inclusion, physical education and humanities coordinator, learning mentor, pupils, members of the governing body and a representative of the local authority.
- The inspectors scrutinised pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking children's progress, documents regarding safeguarding and key policies.
- Inspectors were not able to take account of parents' views in the on-line questionnaire (Parent View) as there were only six responses. They looked at the responses to school's most recent questionnaires to parents.
- The inspectors analysed questionnaires completed by staff.

## Inspection team

Sue Sharkey, Lead inspector	Additional Inspector
Peter Jones	Additional Inspector
Michelle Murray	Additional Inspector

## Full report

### Information about this school

- Harwood Park Primary School is larger than the average-sized primary school.
- Most pupils are of White British heritage. A very small minority of pupils are from minority ethnic backgrounds.
- The proportion of pupils supported through school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is well above the national average. The pupil premium is additional government funding provided for children in local authority care, for children from armed service families and for children known to be eligible for free school meals.
- The school meets the government's current floor standards, which sets the minimum expectations for attainment and progress in English and mathematics.
- The school offers a breakfast and after-school club managed by the governing body.
- The school has achieved the 2013 Healthy School and Eco-School Bronze award as well as Investors in People.

### What does the school need to do to improve further?

- Leaders and managers must ensure that the proportion of good or better teaching increases in order to accelerate pupils' progress by:
  - giving pupils greater challenge in their work so that more achieve the higher levels
  - making sure that pupils are given enough opportunities to think through problems on their own in order to deepen their learning
  - ensuring that teachers keep pupils' attention throughout the whole lesson so that their interest and desire to learn are maintained.
- Raise standards of attainment in mathematics by:
  - making sure that pupils carry out practical activities to develop their mathematical skills in a range of subjects other than mathematics
  - planning a wide range of mathematical activities for pupils to develop greater confidence and speed in using numbers
  - exploring ways to raise the profile of mathematics across the school so that pupils have a greater interest and enjoyment in learning mathematics in order to develop their skills.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement in mathematics requires improvement. The Year 6 results in 2013 showed that standards are broadly average in reading and writing and below average in mathematics. In the past, some year groups did not make enough progress from their starting points, especially in mathematics. Not enough pupils reach the higher levels compared to pupils nationally particularly in mathematics. During lessons the most able pupils are not always challenged enough.
- Last year, the school introduced a new strategy to improve pupils' skills in calculating. It is helping pupils catch up on their number skills that they missed out on in earlier years. Although not fully tried and tested, it has already made a difference; the evidence being that over the last year pupils made better progress in mathematics than they had the previous year.
- Achievement in English is improving, especially during the last two years in writing, but still not enough pupils are making good progress. In 2013, more pupils made expected progress in writing than in reading but the number of pupils making more than expected progress was average in both reading and writing.
- Pupils in Key Stage 1 make good progress in learning phonics (matching letters to the sounds that they make) so that last year they achieved above average in the national phonics screening check. In a similar way as in Key Stage 2, pupils in Key Stage 1 made better progress in reading last year than they had the year before. Pupils enjoy reading and by the time they reach Year 6 they can talk about favourite authors. They say they enjoy reading at home and the school has a good system to record this.
- In mathematics, although more pupils made expected progress in 2013 than they did in 2012, over the last two years, not enough pupils have achieved more than expected progress. Teachers plan a range of activities for pupils in mathematics but not enough pupils between Years 1 and 6 handle numbers confidently so they do not always make progress quickly enough.
- Pupil premium funding has been used effectively to provide additional support from teaching assistants, as well as making sure that they are well trained. Teaching assistants often work with pupils in small groups or one to one. In 2013, the Year 6 test results showed that the attainment of pupils supported by pupil premium funding was similar to other pupils in mathematics but two terms behind in reading and one term behind in writing.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support during lessons.
- Children in the Nursery and Reception classes settle in quickly and get on well with each other. When they start school their skills, knowledge and understanding are below what is expected for their age. They get off to a good start in their education and make good progress because teaching is good and provides children with exciting and enjoyable activities inside and outside.
- Adults talk to children and question them continually to help develop their speaking and listening as well as reading and writing skills. Two children were enjoying creating different sounds on a glockenspiel and while giving praise the teaching assistant also asked the children to read the letters on the metal bars linking these well to their learning of phonics.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, over time, teaching has not been good enough to ensure that pupils' progress is consistently good across year groups. Pupils' skills do not build up securely year-on-year.
- In both key stages, teachers do not always plan activities at the right level of difficulty for different groups as a consequence there are times when pupils do not have to think very hard. Sometimes teachers do too much for pupils and this limits the time available in lessons for pupils to think for themselves and deepen their understanding.

- Teachers share the purpose of the lesson effectively with the class so pupils understand what they are learning. As a result, pupils are keen to work. There are times, however, when they lose their concentration during the lesson because the teacher has not kept their interest and so their curiosity and desire to learn dwindle.
- Teaching in the Early Years Foundation Stage is good. It enables children to make choices and to work together in a wide range of activities inside and outside school. However, teachers do not provide enough opportunities outside for children to learn or practise mathematical skills.
- Relationships between pupils and staff are good. This inspires pupils to behave well and enjoy learning. Teachers and teaching assistants work well together to make sure all pupils are included and this helps them to develop confidence.
- Classrooms are lively and bright showing not only teachers' displayed prompts to help pupils when they are working but also pupils' work is celebrated, especially their writing. This helps to set a good atmosphere and pupils learn well with others.
- Pupils are encouraged to discuss their learning and share ideas with a partner. During a Year 2 lesson pupils worked well in pairs talking together quietly and sensibly as they were writing compound words. The teacher used good phonic clues as she gave pupils part of a word and they had to add to this to make new words.
- Marking is of a good quality. Pupils' work is marked often and it helps them to know how they can improve their work. Pupils also have the opportunity to read these written comments and respond to their teachers.

### **The behaviour and safety of pupils** are good

- The school's work to keep pupils safe and secure is good. Parents who completed the school's most recent questionnaires are positive that their children are well looked after in school. Pupils say they feel safe because adults in school take care of them and also children take care of each other.
- Pupils agree that incidents of bullying are rare and they are dealt with quickly by adults. Pupils know about different kinds of bullying. For example, during anti-bullying week they talk about cyber-bullying and name-calling.
- Behaviour has improved since the previous inspection. Sometimes a few pupils lose their concentration during lessons and 'fiddle' with things on their table and a few pupils can be boisterous in the playground but overall behaviour is good and pupils when asked confirm this.
- Pupils enjoy attending school. Overall attendance is average. The daily breakfast club is enjoyed by pupils who are happy to arrive at school early. Pupils of all ages chat away happily to each other while eating their toast.
- Members of the school council are pleased that the school listens to what they say. Pupils feel proud to represent their class and put forward ideas on its behalf. Members of the Eco Group talk confidently about their role. They plant seeds to make sure that plants in the garden attract butterflies and bees.
- Pupils are keen to volunteer to help out in school and during the inspection two pupils were helping in the school office taking telephone calls and welcoming guests to the school while other pupils help with the weekly after-school book club.

### **The leadership and management** requires improvement

- The leadership and management of teaching have not secured consistently good teaching over time so as to raise pupils' achievement. The school has had recent disruptive changes in staffing and this has slowed up planned improvements.
- The headteacher is well supported by the deputy headteacher and assistant headteacher who are all contributing effectively to the now rigorous checking of the quality of teaching and learning in classes. Together they are determined to raise standards. As teachers are becoming

more settled, improvements in teaching are evident. Subject leaders and those with middle management responsibilities are knowledgeable about their areas and work closely with teachers to bring about improvements.

- The leadership team is aware that standards in mathematics need to improve. This has led to the introduction of a new strategy to improve skills in calculation. This and recent changes in the way mathematics is taught are having good results.
- There are appropriate procedures for checking the performance of teachers. Targets to improve teachers' practice and skills are linked well to the school's focus on improvement. For example, in the previous year, the school focused on writing and teachers attended training. This brought about a rise in standards in writing.
- The headteacher has clear values which are shared with staff, governors and parents. All staff who responded to the questionnaire are proud to work at this school. Although the most able pupils do not achieve as well as they might, the school is committed to ensuring equal opportunities and this can be seen in their support for pupils with special educational needs who make good progress.
- The local authority works closely with the school. It has supported the school through carrying out monitoring with the headteacher, including observing teaching, and has been involved with training for governors as well as subject leaders.
- Developments in the curriculum ensure that all pupils access learning equally. Topics are interesting and engaging, for example pupils have taken part in Roman and Victorian workshops and the school works closely with the local secondary school to extend pupils' learning. Year 4 pupils learn to play a musical instrument, local visits are made to the Town Hall, and Year 5 pupils have taken part in a project based on Shakespeare's 'The Tempest' then performed on stage at the Oldham Coliseum, alongside pupils from other schools. However, the school does not promote mathematics well enough to encourage pupils' enthusiasm for the subject and planning does not provide enough opportunities for pupils to practise their skills in mathematics in other subjects.
- Through the additional sports funding, more pupils take part in team games so that pupils meet other pupils at different schools and develop team building skills. Pupils have the opportunity to meet 'sports celebrities' who provide positive role models, and expertise from the local secondary school is helping to develop staff skills.
- **The governance of the school:**
  - Members of the governing body bring enthusiasm and a range of experience to the school. Governors are aware of the need to raise achievement and check the school's performance against other schools nationally. They work closely with the headteacher to make sure that the school's finances are managed well and that teachers' progression on the salary scale is linked to performance management targets. Governors are pleased that the sports funding has enabled the school to offer additional sports to pupils. They ensure that safeguarding procedures are secure so that pupils and staff are safe.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	105796
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	430985

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Brown
<b>Headteacher</b>	Lisa Zychowicz
<b>Date of previous school inspection</b>	20 March 2012
<b>Telephone number</b>	01706 927927
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